



College and Career Transitions Initiative

LESSONS LEARNED

Site Partnership: **Lehigh Carbon Community College**

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As the CCTI project moves forward, it is important to document lessons learned so that those following will be better equipped to develop successful Career Pathways. This "Lessons Learned" section should focus on the knowledge you have gained by this experience and what new strategies could be taken into the future. These lessons should reflect on:

- what was done right
- what could have been done differently
- how the processes and interactions could be improved

... To be more effective in the future.

LESSONS LEARNED		KNOWLEDGE GAINED NEW STRATEGIES FOR FUTURE
1	<p>Reading Apprenticeship has been very successful. Some teachers would like more follow-up, but others do not seem to understand that the follow-up sessions are an expected part of the program.</p> <p>The success of Reading Apprenticeship has made it difficult to collect data. We were originally comparing a control group to an experimental group. Most of the control group schools have seen the success of RA program and now have RA in their schools. We are also tracking LCCC students in the STEM areas who attended high schools that have RA and those from high schools that do not have RA. We are looking at the number from each group that needs remediation courses.</p>	<p>The Reading Apprenticeship workshops have been very successful. Participants from summer 1 have been so enthusiastic about follow-up; they have asked if the follow-up can be made into a two-day training, perhaps Friday/Saturday type session. We are talking about providing this extended training opportunity. Follow-up from summer 2 was not as successful; teachers did not seem to have the commitment to attend. In the future, the expectation that follow-up training is required will be communicated more explicitly.</p> <p>Since Reading Apprenticeship programs are now present in most of the area high schools, we are gathering data on reading scores from the Pennsylvania assessment test. To date we have seen greater improvements in schools that have had RA for the last four years then schools that do not have it or have just started the program.</p>
2	<p>Commitments and expectations for and from all parties should be clear from the beginning of the grant process. Due to the many changes in data requirements, and other expectations during the "first" year of the grant, we lost one of our high school partners.</p>	<p>All expected requirements for grant participation should be laid out, during the proposal stage of the grant. We lost this participant, because we lost credibility with them due to the unexpected large quantity of background data required and due to other changes in requirements that occurred through the year. The simplified data collection has been a great help.</p>

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3	Although anticipated, changes in curricula are a slow process.	Working through the various college committees to implement the change in a course of study and develop a new course has been a long, slow process.
4	Implementing new dual enrollment courses is also a very slow process because it is sometimes difficult to replace old courses with new. It is difficult to find qualified high school teachers to teach the new material, and all new courses must meet the same state competencies of any courses that they replace.	Working closely with the high schools is very important for this process. Showing a need for the new course is also important. Helping to provide training opportunities for HS faculty, so they can teach the new material also helps.
5	Over the last year, several of the individuals sent for advanced reading apprenticeship training were from the curriculum and instruction department of the intermediate unit. This was done purposefully to develop training breadth within our training partner, however because these individuals specialize in professional development, they have not had the opportunity to practice the lessons that they have learned in the training to lend credibility to what they are teaching.	In the future, the training team should be comprised of a mix of classroom teachers and professional development leaders if we want the program to continue to hold credibility with our teachers.